

**GUIDE STEPS FOR EARLY CHILDHOOD (F-7)**  
**Use this form for elementary school districts only**

This form is used to determine if the required procedures were followed in transitioning a child from the Arizona Early Intervention Program (AzEIP) into the preschool program. Therefore, only the files of children who participated in AzEIP should be reviewed with this form. The following is a guide for the number of files to review using the F7.

Total number of preschool files	Less than 20	20 or more
Recipients of AzEIP services	2-5	6-10

Question	Instructions
No Citation	<p>A meeting must take place and the results documented between the child's 2.6 and 2.9 year. A transition meeting requires the parents, early intervention personnel, and LEA personnel.</p> <p>Method: Determine if the transition-planning meeting occurred. The information may be contained in an IFSP from AzEIP or it may be located on LEA paperwork. If no evidence of a meeting is available, this sub-item is in non-compliance.</p> <p>If there is evidence of a meeting but the required participants did not attend, this sub-item is marked in non-compliance.</p>
No Citation	<p>The transition plan includes</p> <ul style="list-style-type: none"> <li>• An evaluation plan for Part B preschool eligibility;</li> <li>• A plan that enables the parents to become informed about the services available through the LEA;</li> <li>• A plan for a smooth transition of the child to ensure FAPE by the child's 3<sup>rd</sup> birthday.</li> </ul> <p>Method: Review the transition plan to determine if it contains the required components. There are no specific requirements regarding the scope of each component but some evidence of each must be present to be in compliance.</p>
No Citation	<p>The initial evaluation and determination of special education eligibility for Part B preschool services must have been completed before the child's 3<sup>rd</sup> birthday.</p> <p>Method: Review the evaluation using an F1 and/or F2 to determine if all required components were addressed. Record the results with other files reviewed using the F1 and/or F2. If an evaluation and eligibility determination exists, this sub-item is in compliance.</p>

Question	Instructions
No Citation	<p>An IEP or IFSP that ensures FAPE must have been developed by the child's 3<sup>rd</sup> birthday.</p> <p>Method: Review the IEP or IFSP using the F1 and/or F2 to determine if all of the required components were addressed. Record the results with other files reviewed using the F1 and/or F2.</p> <p>If the child's program is being directed by an IFSP, the IFSP should contain the essential parts of an IEP to ensure FAPE but may be structured in a different manner and still be in compliance.</p> <p>If an IEP/IFSP that ensures FAPE exists, this sub-item is in compliance.</p>
IV.B.11	<p>In order for this item to be marked in compliance, all of the items above must be marked in compliance.</p> <p>Method: Review the transition planning documents and the IEP to determine the compliance on each of the sub-items above. If all sub-items are marked I, then this item is marked in compliance. If one or more of the sub-items are marked O, this item is marked as non-compliance.</p>
IV.B.13	<p>The eligible child must have been receiving FAPE on or before the 3<sup>rd</sup> birthday.</p> <p>Method: Determine if the child was receiving FAPE by his/her 3<sup>rd</sup> birthday. FAPE may be delivered in an early intervention, preschool, home, or special program setting. However, it is the responsibility of the LEA to ensure that the services are free, appropriate to the child's needs, under public supervision, and address the educational needs of the child.</p>